**Chapters 6 & 7 UBD, Chapters 5 & 6 MI**

In these four chapters I found many similarities. I found the overall idea of the chapters was how to actually implement the ideas that we have learned about into the classroom. Chapter five of Integrating Differentiated Instruction and Understanding by Design discuss how as teachers we need to be sure that we are enriching all of our students. It is not enough to challenge students who exceed in our classrooms, and simply let students who need some extra help not challenge themselves. They cannot simply be given busy work, they need just as much enrichment as every other student in the classroom. Another idea that they discuss is that it will benefit the student greatly if we share our desired outcomes with the students. This way expectations are clear and students know and understand what the end result should be. This chapter also suggests that we need to guide students to answers, rather than giving students the answers. This is important because it gives students the chance to truly understand a concept rather than just memorize facts for a test. This relates chapter seven of the same book, when they discuss the difference between covering material and uncovering material. As teachers we want to uncover material, instead of covering the material. By uncovering the material we allow students to fully grasp the understandings of the material, and allow students to uncover what the information truly means and how to further use the information. Rather than simply covering the material and having students memorize things for a test, and then move on without allowing students to fully understand concepts. This information is backed in both of the chapters of Multiple Intelligences. They discuss different ways you can use the intelligences in the classroom, and how they use of them greatly enhances a student’s understanding of the material. By using emphasizing the different intelligences it gives students a better chance to truly understand the material rather than just memorize it. A kinesthetic learner may be able to memorize a concept and get an A on a summative test, however they may not understand or remember that information. By teaching in a way that supports a kinesthetic learner they would have a much better chance at retaining the information rather than just memorizing for a test.

**Chapters 7,9,13, & 14 MI**

In chapters 7,9,13 and 14 of *Multiple Intelligences* we take our knowledge of the intelligences and expand them past just classroom lessons. Throughout all four chapters we talk about using the intelligences not just in instruction but throughout the entire school and even into the real world. Chapter seven talks about activity centers and how a teacher can use the intelligences throughout their classrooms. I found this topic interesting, but not very relatable too in a high school setting. While I can appreciate what they say about the activity centers, I cannot see them being used frequently in a high school class. Chapter nine took the intelligences outside of the classroom and discussed how they can be used throughout a school. The idea of an MI based school is really exciting because while I know I will take into account student’s intelligences in my class, I cannot do anything about other teachers. An entire school based around this idea would be very interesting and would benefit the students greatly. Chapter 13 takes it into the real world by introducing three different applications of the intelligences, technology, culture, and career counseling. Technology is so diverse that anyone with any combination of intelligences can find some application helpful. Because of this technology is an excellent tool to use in the classroom because it would benefit all students. Before reading this chapter I had never considered culture when thinking about the intelligences. However after reading about how culture has a lot to do about intelligences it does make sense. There are so many different cultures in the world and so many different life styles, some intelligences are much more important than others in certain cultures. Intelligences are something that stay with us throughout our life, applying them to careers can only benefit someone. Someone’s strongest intelligence is a reflection of their selves so bringing that into a career aspect will only help them. Chapter 14 was very interesting while also confusing. I found this introduction to a new intelligence intriguing because I feel that I can relate to it. It was interesting to read about but it left me with a lot of unanswered questions. I would very interested in reading more about this intelligence. What I really took from reading these chapters was being aware of multiple intelligences in the classroom is important, it is also important to realize that they also go outside of teaching and lesson plans.

**Chapter 8 UBD Chapters 8,11, & 12 MI**

Chapter 8 of UBD/DI talks about grading in the classroom. The current grading system most classrooms use today is not the best way to showcase a student’s knowledge. A teacher can focus all of their time into creating a great lesson plan that accommodates all types of learners, only to fall short when it comes to grading. If a teacher does not consider universal design in their grading methods than what good is it when a student is trying to learn the material. Many students are let down by the grading system because of the way it is set up. They receive a representative grade of a D and feel inadequate when in reality there are multiple things that could go wrong. If student has a bad day, or is having a tough time in school because of personal reasons, does that mean they do not know the material, not necessarily. Intelligences should be considered in all aspects when it comes to the classroom. This includes simple things like how a teacher gives directions or how they get students attention. These small things add up for students and by taking into account their intelligences it gives students the best chance at succeeding. Chapter 11 talks about multiple intelligences with students who have disabilities. I found this chapter very interesting. A lot of times in society people think that students with disabilities have trouble in all aspects of school. In a lot of cases this is not true. While some students may struggle in some areas, they excel in others. It is important as teachers to understand all of our students and understand how best to help them. Chapter 12 was also very interesting to read. This chapter talked about how the intelligences can apply towards different aspects of thinking such as problem solving. Before reading this chapter I had never associated the intelligences to things such as memory. This way of thinking and understanding can immensely help in my classroom. To help students remember formulas or work through a problem, by being aware of the intelligences I will have a much better chance of students retaining the information and understanding it.

**Chapters 7,8,9, & 10 FIAE**

In these chapters the main idea that I got was about grading, but really being sure and being aware of how you are grading. All the chapters talked about different times that teachers grade students and the different way teacher’s grade students. It is very important for a teacher to really think about how they are grading an assignment and not just put a grade on a student’s work without careful thought first. I feel that the idea of grading has changed drastically from how it is meant to be. Grading should be a reflection of sorts for the student and the teacher to determine how the student is progressing and how they are doing in the class their selves. However grading has become very informal and sort of a one shoe fits all for every student. We work hard as teachers to try to teach too many different learning styles, but then fall short when it comes to grading. There are too many aspects that need to be taken into account when grading a student’s work to grade each student the same.

There are somethings in these chapters that I did not fully agree with, and that I think I will use in my classroom. I think grading homework and grading effort have their place in the math classroom given the right circumstances. I think that homework meant to allow students to practice new concepts outside of school is very important. Students need the extra practice to help them master the concept. While I agree that this is not always the case, I do think there are situations where homework is needed. In these situations I think that students should be graded on effort rather than if they got the problem right or wrong. Homework should be used as practice for the students, therefore they should not get penalized if they tried a problem and made a mistake. Students should be encouraged to try a difficult problem and not be afraid to make mistakes. While I understand that grading effort can be difficult and at times not appropriate. When it comes to my classroom and the extra practice homework I will have students do, effort will be something I take into consideration.

**Chapter 11,12,13, & 14 FIAE**

In these chapters the main focus is grading. From what we grade, how we grade and why we grade. In chapter 11 we look at the big controversy between giving students a 0 or a 60. Before reading this chapter I never really understood why and how a student received a 60 if they did not do the work. It seemed not fair to students who try and did not represent how they students are actually doing. After reading the chapter I now feel the opposite as I did before reading the chapter. Especially after seeing the math and looking at different scenarios I can see why it makes sense for a teacher to give a student a 60 instead of a 0. If the other letter grades only span 11 points, why should a failing grading spread 50 or 60 points? If a student receives a 60 or 0, in terms of the letter grade, what is the difference? The answer is there is none. Bother grades would be an F and without the number value attached we would have no way of know which score the student received. When averaging how the student has done over a time period it seems fair to put in a 60 rather than a 0.

When reading about grading scales and gradebooks I found myself thinking about how my mentor teacher did things in his classroom. He did use a grading scale out of 100, test and quizzes were graded independently but were then turned into percentage out of 100. I think in my classroom I will do something similar. It seems an appropriate way to grade things and the most logical. As for the gradebook I think I will divide things up by lesson topic, but also by standard. Lesson topic will allow me to look at the lesson as a whole and see how the student did with the topic. Dividing it by lesson will also make it easy to divide it by standard. This will make it easy to communicate with administration, parents, and the student, on what the student needs to work on in the class.